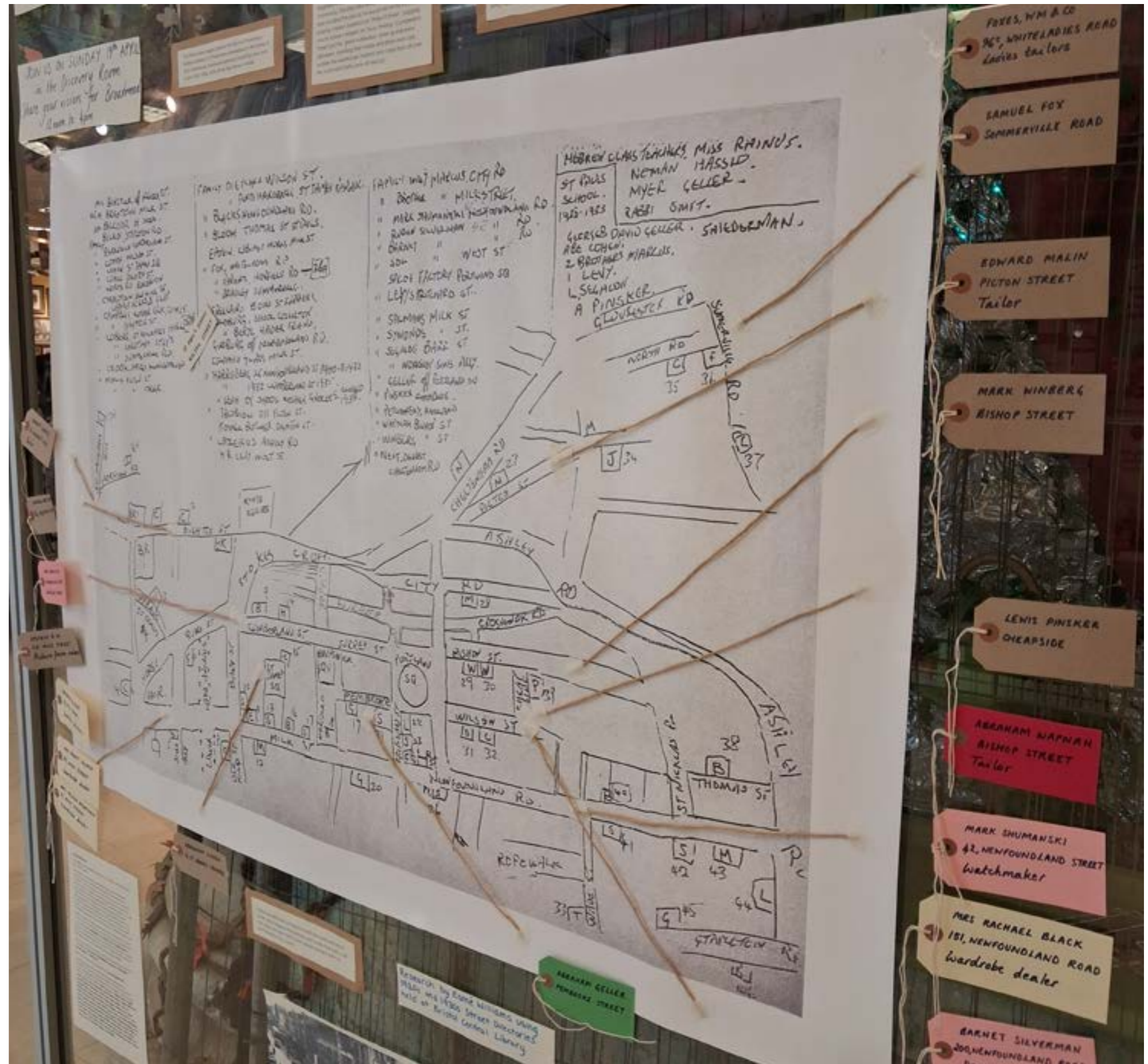


Whatever Happened to Milk Street?

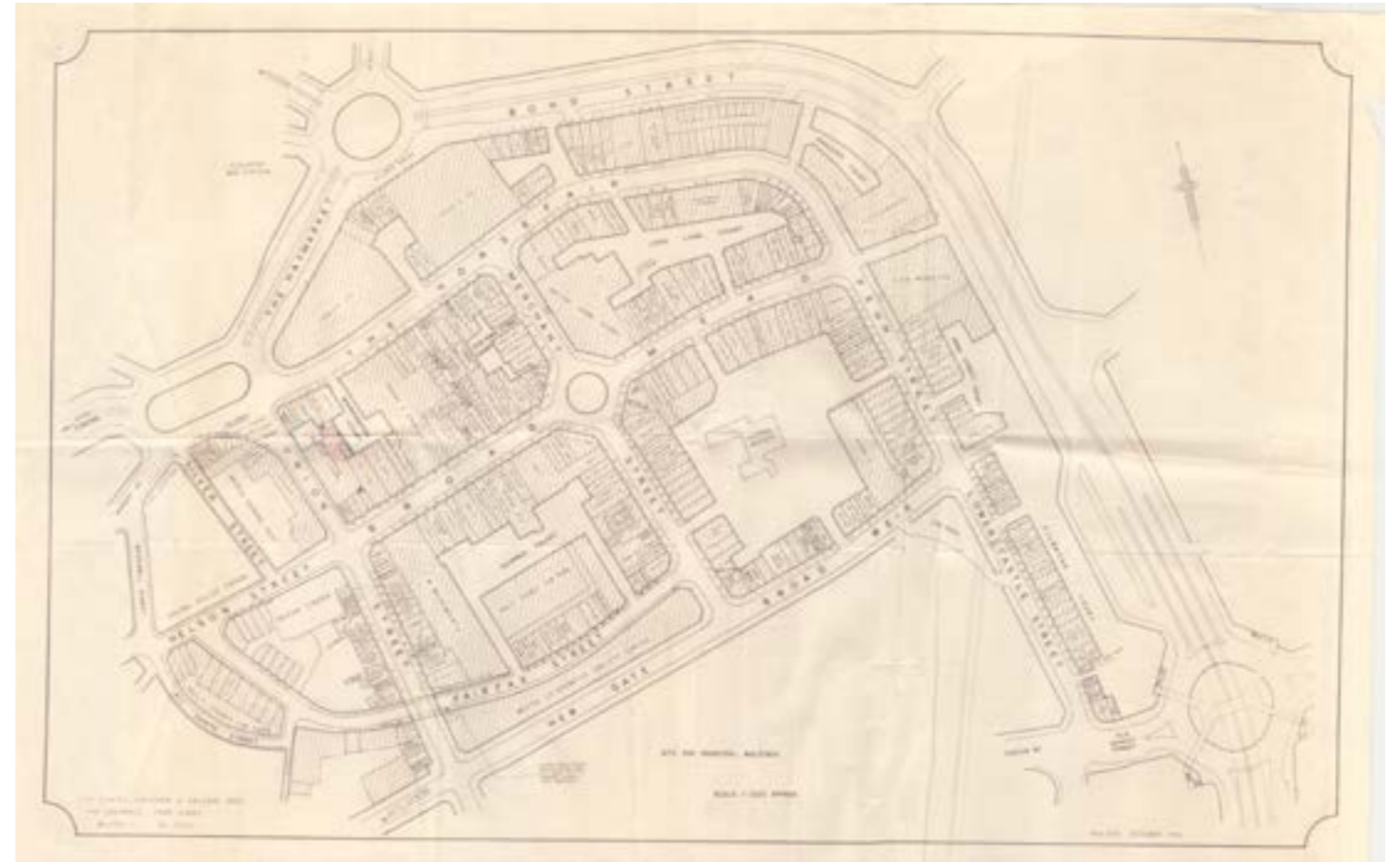
An
Our Neighbourhood Heritage Project



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Report written by Ruth Myers and Pete Insole,
Myers-Insole Local Learning CIC



Map of Broadmead in 1962

Overview

“Places we spend time in, whether for a short visit or those we live in for a long time, influence how we see and feel about the world and contribute to our wellbeing.” Historic England, Understanding Social Impact

This Bristol story begins before the Second World War, before homes in St Pauls were demolished in the name of slum clearance, before Broadmead shopping area was built in the 1950s, with all the top names in retail.

This story starts with a casual recollection of long gone streets and houses, mapping memories of a neighbourhood no longer there, of a lost Jewish community. The late Julius Burke, born 1923, many years later recalled the places he would visit on his tricycle, passing children barefoot on ‘Philly-i-fi Street’, popping into his father’s drapery on ‘busy, thriving’ Cumberland Street and the ‘great hullabaloo’ when goods were delivered, ‘plonking their horses and drays and carts outside the warehouse, baskets and cases from all over the world with traffic jams all held up’.

The houses, shops and streets depicted in Julius’s map were largely removed during the post war re-planning process that created the present Broadmead shopping area and associated inner ring road. This top-down approach was typical of the time, with city planners keen to forge a new future with what they felt would best serve the people of Bristol; a 1950s one-stop shopping area with a gallery of department stores intended to fulfil shoppers’ every want and need. Little thought was given to the wants and needs of the neighbourhood as their homes faced demolition and the prewar community was displaced with minimal, if any consultation.

Broadmead and its road system is again undergoing a process of change. Unlike urban planning in the past, as we approach this new phase in Broadmead’s development there is an opportunity for the people of Bristol to come together to share what they think would make for a welcoming and inclusive space, accessible and inviting to all.

A grant from Historic England has made it possible to explore Our Neighbourhood Heritage, drawing on the past to collectively inform an ideal vision of a future Broadmead.



Broadmead in 1967,
Bristol Archives, 44819/3/252/4

Introduction

About Us

Myers-Insole Local Learning is a small, Bristol-based community interest company that aims to explore local heritage with all members of the community to uncover and share what we learn about our past. We enjoy working closely with a variety of partners in neighbourhoods across Bristol, using heritage as a vehicle to help strengthen community cohesion.

Ruth Myers and Pete Insole have been delivering place based community learning projects in the Bristol region as Local Learning CIC for the last 20 years. Inclusive inter-generational creative activities lie at the heart of these projects that have recently included working with Bristol Disability Equality Forum to create an online learning resource about Bristol Disability Activism in the 1980s, and Mapping the Unmapped neighbourhoods with local communities in Stockwood, Southmead and St Pauls as part of a project coordinated by Alive Activities, a charity dedicated to improving the quality of life of older people and their carers.

Ruth Myers co-produces and co-designs community learning cultural heritage projects with Local Learning. She builds on over 30 years' experience of teaching English in secondary and further education, working together with adults and young people. Ruth is passionate about making learning accessible, relevant, engaging and meaningful to all and particularly enjoys exploring new ideas with local communities, shaping projects and developing new concepts that inevitably emerge through each collaboration.

Since 2017, Ruth has been working across the generations weaving true stories from people who have lived, worked and grown up in Southmead into a community soap opera, Meadows to Meaders that is then performed live by local residents. The cast come together each week to share their stories and shape the script. A final draft is then written by Ruth and performed by a multi-generational cast.

Pete Insole is an historical and archaeological specialist with over 30 years' experience of working in the heritage sector in Bristol. He is currently the Urban Design Team Manager for Bristol City Council with a responsibility for the city's historic environment. Pete devised and manages the multi-award winning Know Your Place web mapping resource and now advises on its various developments within and beyond the city such as Know Your Place West of England, Bristol University's Know Your Bristol and the Worcester Life Stories project.

For the last 12 years, Pete has been using Know Your Place to develop a story of place concept that provides a platform for multiple voices to collectively share and define Bristol's heritage through historic photos, oral histories, postcards and other formal and informal archives.

Ruth and Pete work collaboratively with other specialists to create engaging and inclusive learning experiences for all participants. In all Local Learning projects, we ensure that the people best placed to tell the story are at the heart of our projects, steering its direction from the outset and build on their specialist knowledge and experience to inform the process and shape final outcomes.

Ruth Myers was present at all activities, co-designing and co-delivering the project with partners.

About the project partners:

- **Jess Baum** is an independent Art Psychotherapist and artist working across the southwest. She has worked with adults, families, children, and young people in a variety of settings across England for over 25 years as an artist. These include galleries and museums, outdoors, in mainstream and special education, young people's mental health, in-patient NHS adult mental health care settings, perinatal and maternal health care, and other community settings. Jess currently manages the creative therapeutic provision in a supported living centre for adults with Learning Disabilities, and several Arts-on-Referral groups for adults, children and young people across Bristol and North Somerset as part of the region's Social Prescribing initiative. She specialises in working with clay. She recently presented on her Creative Health practice at the European Federation of Art Therapy's conference.

As a Jewish person with an interest in strengthening communities, celebrating culture and heritage, and raising awareness and building bridges, Jess has also for many years worked across the diverse Jewish and faith communities in Bristol. She is a member of the region's Chevra Kadisha, the Jewish burial society, and co-founded Bristol-based Muslim-Jewish dialogue group, Common Ground, in 2024.

- **Daisy Holder** is a disability history and heritage researcher and communicator with experience delivering accessible and inclusive heritage projects. She contributed to Forging Our Future, working with teams of access users conducting access audits of museums and with project participants to train on research skills and design accessible exhibits. Daisy also worked on its successor Disability Activism Bristol, co-creating learning resources alongside Local Learning that explored physical and digital access in depth and providing specialist advice on improving accessibility. Daisy has supported and led several National Lottery Heritage Fund projects, including the History of Accessible Transport which combined preservation, co-production and work on the meaningful inclusion of those with access needs in heritage, as well as original historical research. She has a strong commitment to inclusive practice and the meaningful representation of disabled people in heritage.
- **Willow Park Primary School** (formerly St Michael on the Mount Primary School) is a "'village school' in the heart of the city. As a diverse school we pride ourselves that every child is valued and given the opportunity to achieve their full potential no matter their background. At Willow Park there are many languages spoken by pupils and staff. Our staff are very proud of children who have arrived at Willow Park with very little English and who now have the skills to support others as young interpreters." Many of the Willow Park families have recently arrived in the UK and are currently living in accommodation that now stands in the area mapped by Julius Burke.

This project has been supported by **Claire Jones**, Willow Park headteacher who promotes the school vision, "the ultimate worth of each person in our school is at the centre of all we do. We value the, 'light' of every individual and we seek to nurture that light and encourage each of us to be the light to others."

- **City of Bristol College** is one of the largest further and higher education colleges in the South West, offering a wide range of academic and vocational courses across multiple campuses in Bristol. With a focus on inclusivity and lifelong learning, the college supports learners of all ages and backgrounds. City of Bristol College works closely with local employers to deliver industry-relevant qualifications and apprenticeships. Their facilities include modern workshops, labs, and learning environments tailored to prepare students for real-world challenges. The college is committed to ensuring every student has the opportunity to thrive, regardless of their starting point, delivering transformative education in dynamic learning environments.

This project has been supported by **Roxanne Butler**, program management at City of Bristol College, dedicated to transforming learning environments into spaces where inclusion, accessibility and empowerment thrive.

- **Bristol Libraries** offer welcoming spaces across the city to meet, relax, study, use free computers and WiFi, read, and join activities and events. They have books and resources in other languages, including dual language children's books, as well as online English and citizenship tools. They also offer ESOL and conversation clubs, tours for new arrivals, and outreach delivered with partners across the city and want to become a Library of Sanctuary in 2026. This would recognise the work Bristol Libraries already does as part of their universal service for residents and visitors and the contribution of asylum-seekers and refugees to our city.

This project has been supported by **Sophie Evans**, Heritage Officer for Bristol Libraries and **Shulah Palmer-Jones**, Bristol Libraries supervisor for St Pauls and Junction 3 libraries. Shulah is already connected with Willow Park Primary and working with the wider school community.

- **Sparks Bristol** (formerly Marks and Spencers, Broadmead) is a Winner of Okayama International Award for Sustainability Education, and has been recognised as a "vibrant centre for creativity, sustainability, social impact and education in Broadmead's main shopping district. Created by Artspace Lifespace and the Global Goals Centre, Sparks brings together ethical retailers, creative studios, co-working desks, and affordable event hire across three floors, making it a leading destination for people and organisations driving positive change. Visitors can shop sustainably, recycle, and explore what a more equitable future might look like. Sparks Bristol has revitalised an old department store and transformed it into a community hub offering sustainable, accessible, and innovative solutions to the current climate emergency and cost-of-living crisis.

"Collaborating with artists, educators, local organizations, universities and local communities, it has provided educational workshops and activities for children and youth on topics such as repairing and reusing clothes instead of fast fashion, affordable travel, and green entrepreneurship to explore how sustainability can be incorporated into new business ideas." This project has been supported by **Jenny Foster**, co-director of Global Goals Centre and Sparks Bristol.

Using a community derived map of 1930s St Pauls, Bristol that shows the Jewish population and their streets and businesses as a starting point for a project to explore community displacement, the social ingredients for cohesion and help grow a sense of place. We explored with participants how cultural activation in the public realm can bring a diverse community together in a digitally dominated world.

The 1930s hand-drawn map, created by former resident and member of the Jewish community, Julius Burke, not only shows the physical streets and buildings, but through the memories that we were fortunate to collect before his passing, captures a sense of the community cohesion in the area at the time. The homes, shops and streets that this map depicts were largely removed during the post war re-planning process and this prewar community was displaced with minimal, if any consultation.

Broadmead and its road system is undergoing a process of change as defined by the City Centre Development Delivery Plan and Broadmead design guides including the recently adopted Growth Through Culture toolkit.

Our overarching project objective was to reconnect former and present communities to this process of change through a series of artist led workshops, helping people understand the past changes and how they can contribute to a future place that reimagines our shopping streets as places of social cohesion. We brought together all parties, longstanding Bristolians and recent arrivals into an intergenerational conversation to explore cultural activation of the high street and modelling how these often underrepresented groups can have a platform to help shape future public spaces.

Sharing memories with a project artist and access consultant, local school, college and community participants co-created outputs including maps, reimagined shopfronts, zines and other exhibition materials. Through the process there emerged a co-created approach to help facilitate better understanding and connections with the ongoing place making process. Collectively, we looked to the past, to consider the present and future urban landscape and helped to raise awareness of these stories of place and develop a shared understanding of the multiple impacts of change.

Our project is relevant to all six areas identified by Historic England where heritage sites and activities make a difference, and though the areas of Participation, Identity and Community are all of particular significance, we will focus on Feelings About Place as a framework for Understanding Social Impact across the project. The themes will be discussed in the Visions of Broadmead section involving Willow Park Primary School and City of Bristol College as well as the final community event held at Sparks that coincided with the Bristol Improvement District Care and Repair Festival in Broadmead. Understanding Social Impact will be addressed in more detail in the final section of this report.



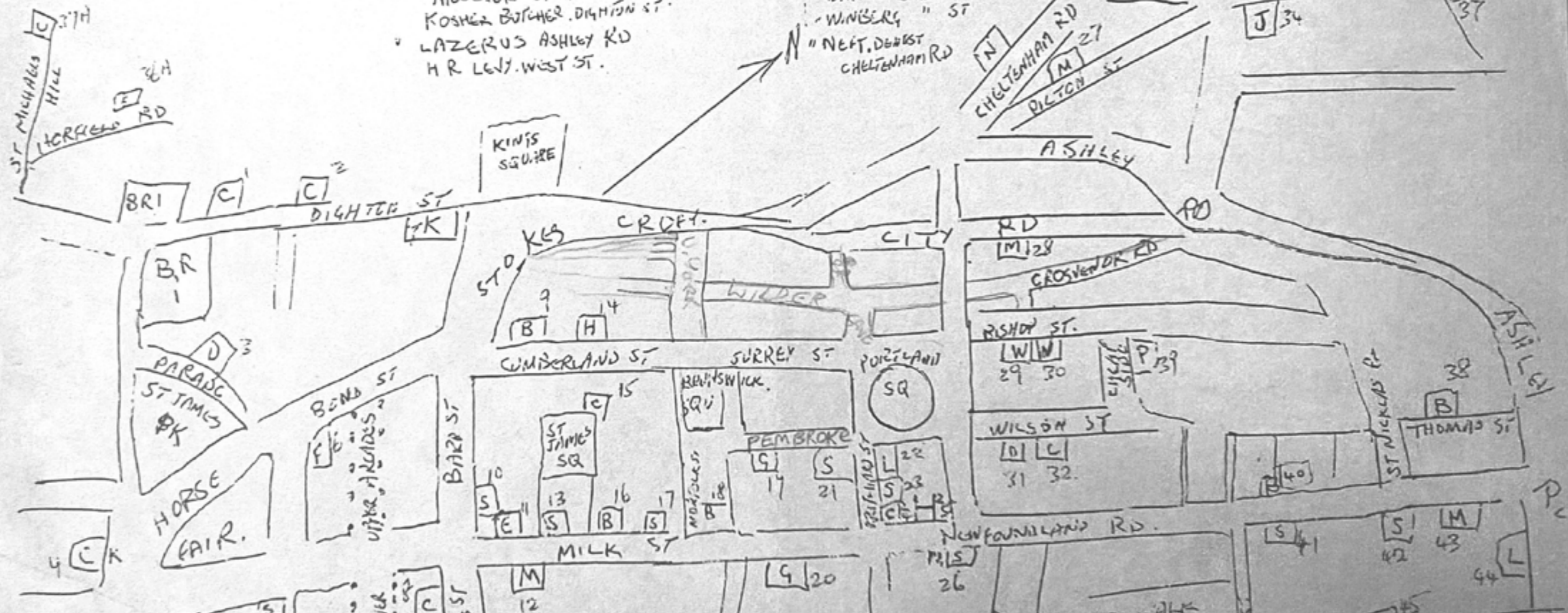
Community participant's personal zine maps

Mrs BINSTOCK, off NICKER ST.
 NEM BRITISH MILK ST.
 MR BELCHOR OF SHAD.
 BELKOF, STAMLETON RD.
 FAMILY BERKOVICH CUMBERLAND ST.
 " COHEN, WILSON ST.
 " COHEN, ST JAMES SQ
 " COHEN, DIGHTON ST.
 " NORTH RD, BISHOPTON
 " CYRALSTEIN OLD KING ST
 " CABINET WORKS & FLAT
 " CAMPBELL, KOSHER GROC. 101425.
 " " DIGHTON ST.
 " COBERG, ST MILHARS HILL (37A)
 " " CHRISTMAS STET'S
 " " SUMMERSVILLE RD.
 " CROOK, ANTICS, NEWFOUNDLAND ST.
 " MALIN PICTON ST.
 " " COVER..

FAMILY DIETZHS WILSON ST.
 " FENTS HAKORSEI, ST JAMES PARADE.
 " BLACKS NEWFOUNDLAND RD.
 " BLOOM THOMAS ST STIPULS.
 EPSTEIN, CABINET WORKS MILK ST
 " FOX, WHITGLADIOS RD
 " PARENTS, HORFIELD RD - [36A]
 " BRADLEY SUMMERSVILLE.
 " FREELAND BOND ST KIRKALL.
 GOLDBURG, SHOOL COLLECTOR.
 " BERYL, HADER FRIEND.
 GINSBURG off NEWFOUNDLAND RD.
 GOLDMAN GLASS MILK ST.
 " HARRISBERG 26 NEWFOUNDLAND ST 1900-1932.
 " " 1932 LUMBERLAND ST 1931. CLOSED
 " LEAH OF SHOOL KOSHER GROCERS. 1938.
 " JACOBSON OF PICTON ST.
 KOSHER BUTCHER, DIGHTON ST.
 " LAZERUS ASHLEY RD
 H R LEVY, WEST ST.

FAMILY WILLY MARCUS, CITY RD
 " BROTHER " MILK STREET.
 " MARK SHUMANSKI NEWFOUNDLAND RD.
 " RUBEN SILVERMAN 42 " RD.
 " BARNET " " RD.
 " SON " WEST ST
 " SALES FACTORY PORTLAND SQ
 " LEVY'S RITCHARD ST.
 " SALMANS MILK ST
 " SYMONDS " ST.
 " SEGALOFF BARR ST
 " " WORKSHOP, SIMS ALLY.
 " GELLER off PORTLAND SQ
 " PINSKER CHEMISTE.
 " PETCHASKY, RECLAND
 " WAPNAH BISHOP ST
 " WINBERG " ST
 " NEFT, DEAREST
 CHELTENHAM RD

HEBREW CLASS TEACHERS, MISS RAINUS.
 ST PAULS SCHOOL. 1920-1933
 NEMAN HASSID.
 MYER GELLER -
 RABBI SMIT.
 GERSON DAVID GELLER, SNEEDGEMAN.
 ABE COHEN.
 2 BROTHERS MARCUS.
 I LEVY.
 L. SEGALOFF.
 A PINSKER.
 GLOUCESTER RD



Map of the 1930s Jewish neighbourhood by Julius Burke

Whatever Happened to Milk Street?

This became the title of our project as questions emerged about this lost community, including Whatever Happened to Milk Street? Many of the original buildings were removed during the 1960s transformation of the area, but so too was its Jewish community with Milk Street itself vanishing forever.

Our first workshop was held in St Pauls Library, with a gathering of 24 people (many from today's Jewish community) to discover together more about this pre-war Jewish quarter and the stories of those who had lived, worked and grown up there. Building on the theme of identity as revealed through the names of people that appeared on Julius's map, we began the session with individuals sharing insights and feelings about their own names and cultural heritage.

Visitors shared their connections with the area and each other and led by project artist, Jess Baum mapped the journeys and routes that had, over the years, brought them to this place and led them to participate in this project.

There were a further 13 people actively engaged in the project, but unable to attend the event. Project facilitator and access consultant, Daisy Holder produced an online resource mapping all the places mentioned and of special significance to include those who were unable to make the event. This furthered our objective of reaching people who might not normally engage with the planning process. The map remained a useful tool for ongoing engagement with participants throughout the project as people continued to provide content to populate the map.

Julius's sister, Sonia was included in the people unable to attend in person both the gathering at St Paul's Library and our final event at Sparks, but thanks to our Glasgow University History and Archaeology student volunteer, Esmé Williams we were able to provide Sonia with a virtual experience of the final exhibition and collect further insights and memories around Whatever Happened to Milk Street.


"When I mentioned Milk Street from Julius' map, Sonia told me that she had an aunt who owned a 'dark and dingy' clothing shop there, and her name was Fanny. Luckily I had already found a Fanny Salmon who was a 'wardrobe dealer' (I believe) on Milk Street and Sonia confirmed this was indeed her aunt."

"Sonia recalled being friends with the daughter of the Fox family who lived on Sommerville Road (later, when the family moved to King's Drive in Bishopston) and confirmed they owned a shop on Whiteladies Road. I believe she said the daughter was called Shirley."

"Sonia recalled always seeing horses on Cumberland Street (specifically in a field or square on her way to school) and she was terrified of them."

"I asked if she knew if she went to St Paul's school and she couldn't remember the name but said it was just around the corner, and was opposite a square, so it was likely St Paul's."

"Sonia recalled trams on Cumberland Street and said as you approached the Horsefair from Cumberland Street, on your left, opposite what is now the Bearpit, there were two Alms Houses"



Help us discover more about Bristol's lost pre-war Jewish quarter and the stories of those who lived there.

What ever happened to Milk Street?

Wednesday 25th February 2026
St Paul's Library, 6-8pm

In the 1960s, the area around Milk Street in St Pauls, Bristol underwent significant transformation due to enforced redevelopment. This included the construction of the inner circuit road and the expansion of Broadmead to accommodate modern shopping and traffic. Many of the original buildings were removed but so too was its Jewish community, with Milk Street itself vanishing forever.

This long-standing Jewish community is largely unheard of and significantly undocumented. But a hand-made map of 1930s St Pauls, sketched in later years from memory by Julius Burke provides us with a place to begin.

Can you help us find out more? Where did people go after the redevelopment? Do some still live in Bristol? And how did this alter the city's Jewish experience?

We warmly invite you to help us discover more and join us in a hands-on mapping art workshop to uncover stories of a lost Jewish quarter.

For more information please contact Ruth Myers on ruth@focalllearning.org.uk

This project has been made possible thanks to a grant from Historic England to explore Our Neighbourhood Heritage.

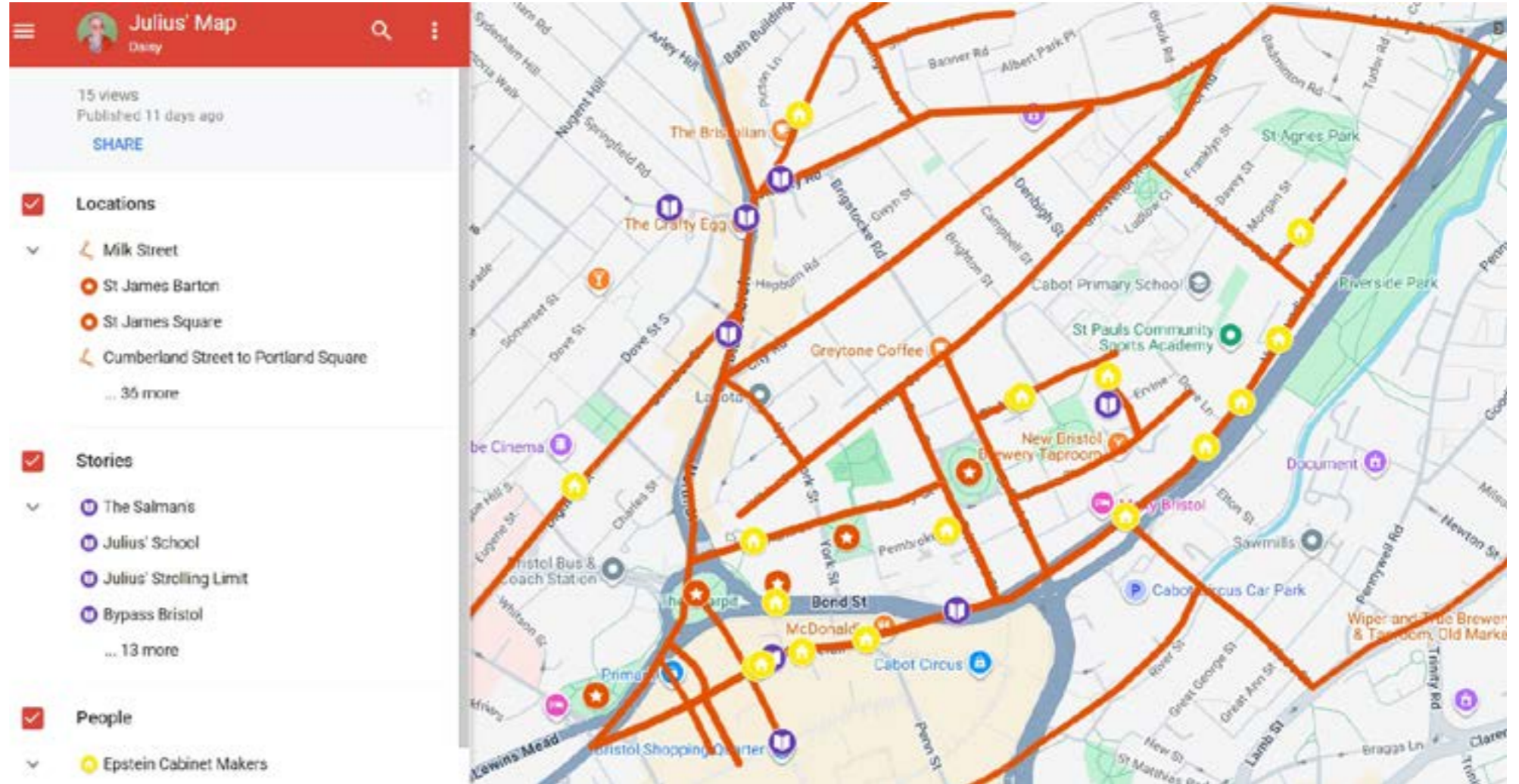
Historic England | Myers-Gosole Local Learning CIC www.locallearning.org.uk | Bristol Libraries www.bristol.gov.uk/libraries

Image © Julius Burke

Poster design by Sam Baum



Community zine making at St Paul's Library



Online version of Julius' map created by Daisy Holder and enhanced with community stories <https://www.locallearning.org.uk/what-ever-happened-to-milk-street/>

Visions of Broadmead

Students from Willow Park Primary School and City of Bristol College considered what was needed to create a perfect shared environment and produced their own designs for an ideal Broadmead.

Visions of Broadmead at Willow Park

Willow Park Primary School's close proximity to Broadmead was not the only reason for this collaboration. It felt particularly appropriate to work with the school (previously known as St Michael on the Mount Primary School) that Julius Burke's grandchildren had attended. And for many children, the route remains the same, children walking to the school along the streets that feature in Julius's map.

We worked with 20 pupils in a combined class for Years 3 and 4 and linked to their History curriculum focus on Roman Britain. As well as their teacher and learning support school staff, this activity was supported by UWE History student, Madeleine Samuel on placement with Local Learning.

An introductory session delivered by Ruth Myers and Pete Insole ensured that the children (many of whom have recently arrived to the city and the country) were familiar with the area and able to draw parallels with Broadmead today and in the past, as well as being in an informed position to consider what elements from Broadmead's heritage could help make for a perfect Broadmead.

To consider an ideal future, the pupils from Willow Park revisited the past, via Know Your Place, following an ancient path from their school grounds. They imagined a Roman landscape, before St Michael on the Mount Without church was built, when the River Frome flowed through the city, passed farmsteads and pastures and broad meadowland.

With reference to previous school projects such as designing multi-sensory gardens with considerations around allergies and how all potential visitors might access and enjoy the space regardless of any additional needs, the pupils worked with project consultant, Daisy Holder to consider ideas for a fully accessible Broadmead. Their proposals ranged from practical suggestions of wheelchairs and mobility scooters freely available on the street alongside the e scooters and e bikes through to a more ambitious approach involving people chairlifts and thinking about an ideal future, a teleporter! Emphasis was placed on free access and a recognition that not everything has to cost money. Continuing this theme of affordability, the children also considered fruit trees and a community garden accessible for all visitors.



Pupil's accessibility ideas captured by Daisy Holder

Led by project artist, Jess Baum the children decorated bowls with their vision of a perfect and fully accessible future Broadmead. 2000 years of heritage and considerations for today informed their designs, drawing on the flora and fauna from a previous time, the children placed an emphasis on the natural environment.



Evaluation

Before we properly started engaging with heritage, we asked participants to share their first impressions and earliest memories of the area and gathered baseline evaluation designed to capture current attitudes. Before exploring Broadmead's history, participants were asked to consider how likely they would be to recommend Broadmead as a destination.

Imagine that someone your age is coming to visit Bristol for the first time.

On a scale of 1 to 10 (with 1 being 'Not At All' and 10 'Highly Recommend'), how likely are you to recommend Broadmead to people visiting the city?

Consider how you feel about the place. You might like to think about

- **the variety of shops**
- **how easy it is to get there**
- **how accessible it is**
- **if it is a good place to meet friends**
- **how affordable it is**
- **how safe it feels**
- **how much greenery there is**
- **how attractive it is**
- **if there is anything special about the area**
- **how much pride you feel for this part of your city**
- **whether this area feels like a place that you belong**
- **whether you feel that this is an area with much heritage and culture**

Not at all

Highly Recommend

1 _____ 10

At the end of the session, after enquiring into how heritage might be drawn upon to inform an ideal vision of a future Broadmead, we revisited the baseline question. After participants had considered what historic features they might like to keep or bring back to a future Broadmead, decorated their ceramic bowls with their visions for an ideal Broadmead, and drawing on their learning and engagement with heritage, we asked participants to reconsider the likelihood of recommending Broadmead as a destination and provide their reasons for the score.

See the evaluation table on page 17.

It is interesting to see that the 18 participants who provided baseline evaluation collectively scored the likelihood of recommending Broadmead at 101 out of a potential score of 180.

At the end of the session, the same participants' collective score rose to 167 out of a potential 180.

The evaluation across the project and Understanding the Social Impact of engaging with Our Neighbourhood Heritage is discussed in more detail later on, together with an analysis of both quantitative and qualitative data collected across the project.

Visions of Broadmead at City of Bristol College

Students at City of Bristol College Ashley Down campus explored how a future Broadmead can appeal to young disabled adults and contribute to the creation of a toolkit to make the placemaking process more accessible.

Considering a Broadmead within and beyond living memory, students produced zines reflecting heritage from the past and present in their visions for the future.

12 students between the ages of 17 and 20 on the Pathways to Employment course worked creatively alongside their teacher, Roxanne and learning support staff and BSL interpreter, Mariola and Sue as well as the project team, Jess, Daisy and Ruth and 3rd year UWE History student, Hayley Ngan on placement with Local Learning.

The focus was again on access and heritage, but this time considering Broadmead within living memory. Starting with early memories of Broadmead and capturing single words that the students felt best embodies their attitudes towards Broadmead, Daisy then led a discussion exploring issues around access that students had experienced in Broadmead recently and in the past.

Using Know Your Place we explored Broadmead heritage and travelled beyond living memory. Students were fascinated by the appearance and disappearance of the river and how much the built environment had altered in a relatively short space of time. Using the slider facility students considered the present and the past to inform an ideal vision for the future.

Evaluation

Again, baseline evaluation was captured at the beginning of the session before engaging with local heritage, using the same question that was presented to Willow Park participants. And again, the question was reissued at the end after engaging with heritage. As well as the score, we gathered reasons for their final score.

Where students scored for the baseline, but not the final we have retained the score given for the baseline evaluation to avoid skewing the results.

Out of a potential collective score of 120, the students amalgamated score was 59.5. This rose to 82.5 for the final evaluation.

The results will be analysed in more detail further on.



Zine making at City of Bristol College

Final event

The final event at Sparks (the former Marks and Spencers shop in Broadmead) built on a previous project Mapping the Unmapped supported by the National Lottery Community Fund and coordinated by Alive Activities, a charity dedicated to improving the quality of older people and their carers. We worked closely with UWE Masters Architecture students and together forged our first connections with Sparks.

<https://www.locallearning.org.uk/mapping-the-unmapped/>

We have also continued to work in collaboration with University of the West of England History students on placement with Local Learning as part of their final year course module History in the Public Space. Local Learning recognise the value of students and volunteers participating in our projects and are always an asset, inevitably furthering projects beyond what we originally thought possible.

Mapping the Unmapped

For the Mapping the Unmapped showcase in Sparks, UWE MArch students designed a series of activities to engage visitors of all ages in considering stories of place and connections with Broadmead – a neutral, central space with which Bristolians across the city have some form of association.

<http://www.locallearning.org.uk/wp-content/uploads/2026/05/booklet-full-JWB-and-Alive.pdf>

Sparks' ethos is closely aligned to that of Local Learning and it seemed entirely appropriate to have our final celebration in this former Marks and Spencers. And even more so when it turned out that our final event was to coincide with Bristol Business Improvement District's (BID) Care and Repair Festival as part of BID's Love Bristol, Love Broadmead programme.

"Bristol BID Care and Repair Festival

Care & Repair Festival brings free, hands-on creativity, sustainability and community to Broadmead this spring.

The two-week festival will see free activities and workshops taking place at Sparks Bristol and John Wesley's New Room. A new, free family-friendly festival celebrating making, mending and wellbeing is coming to Broadmead this April as part of Bristol Business Improvement District (BID)'s Love Bristol, Love Broadmead programme.

Running from Tuesday 7th – Sunday 19th April 2026, Care & Repair Festival invites people of all ages to get hands-on with workshops, creative activities and shared experiences that champion sustainability, skills-sharing and community connection."

www.bristolbid.co.uk/projects/care-and-repair-festival

Pete offered storytelling sessions about Broadmead's history, from its early origins as a 12th century suburb to its post war regeneration.

Sherrie Eugene-Hart provided BSL interpretation throughout the afternoon and for the storytelling events, and was advertised before hand as an event with BSL interpretation to ensure that members of the deaf community felt welcomed and knew beforehand that the event was accessible.

Whatever happened to Milk Street? Visions of Broadmead

Our interactive exhibition exploring Broadmead's past, present and future has been funded by Historic England. It is part of Bristol BID's (Business Improvement District) new, free, family-friendly festival celebrating making, mending and wellbeing.

From **Tuesday 7th – Sunday 19th April 2026**, BID's Care & Repair Free Festival invites people of all ages to get hands-on with workshops, creative activities and shared experiences that champion sustainability, skills-sharing and community connection.

Bring your family and friends to Sparks (formerly Marks and Spencers) to share your future vision for Broadmead and map your ideas alongside artwork created by school children, students and the local community.



Plan of Broadmead, 1962

Join us at Sparks on **SUNDAY 19TH APRIL 12 TO 4PM** to discover **Whatever Happened to Milk Street** and stories of a medieval suburb, a 1930s Jewish community and post-war reconstruction.

Get involved and share your own memories of the area and insights into what you think would make for an ideal Broadmead.

Local Learning and Our Neighbourhood Heritage project team look forward to co-creating artwork with you and imagining together a future vision of Broadmead.

This is a BSL interpreted event.

To find out more about Whatever Happened to Milk Street and Local Learning activities on 19th April, please email Ruth Myers at rootnew@locallearning.org.uk

More information, including the full programme and how to book your free place for BID events, can be found at: www.bristolbid.co.uk/projects/care-and-repair-festival



Previous participants as well as citizens of all ages from across the city were invited to a final drop in event at Sparks. This was an opportunity for showcasing the project community outcomes and provide further engagement and chances to interact, involve new and existing participants in the process and engage in conversations around future needs and wishes.

As people entered what is now known as the Discovery Room in this former Marks and Spencers, visitors were greeted with a question about their earliest memory of Broadmead and their thoughts about Broadmead today, see page 24.

People were welcomed in and encouraged to explore our research and display materials, including old photos of Broadmead and Julius's map, enhanced with research carried out by Glasgow History and Archaeology student volunteer, Esmé Williams. They could learn about the top down approach to pre war St Pauls and consider their priorities if involved in consultation today. Jess and Daisy invited visitors to create zines considering what elements they would like to retain from our shared heritage and include in a vision of an ideal Broadmead in the future.

Overall 70 visitors engaged directly with activities and a further 20 people attended the storytelling events. Esmé provided a virtual tour of the exhibition for Julius's daughter and separately, Julius's sister, Sonia and gathered further memories from her to add to her research.

Evaluation

As with the school activities, we gathered the same baseline evaluation and revisited the question at the end of the session.

Given that we were in the former Marks and Spencers, the heart of Broadmead retail from 1952 we borrowed a cash register from Invisible Circus who share space on the top floor of Sparks.

"Since 1996 The Invisible Circus have been bringing circus and theatre to communities across the globe. Now rooted in Bristol, we're known for transforming disused spaces into artistic melting pots, producing site specific wonders and developing acts of creative revolution in response to societal and environmental happenings."

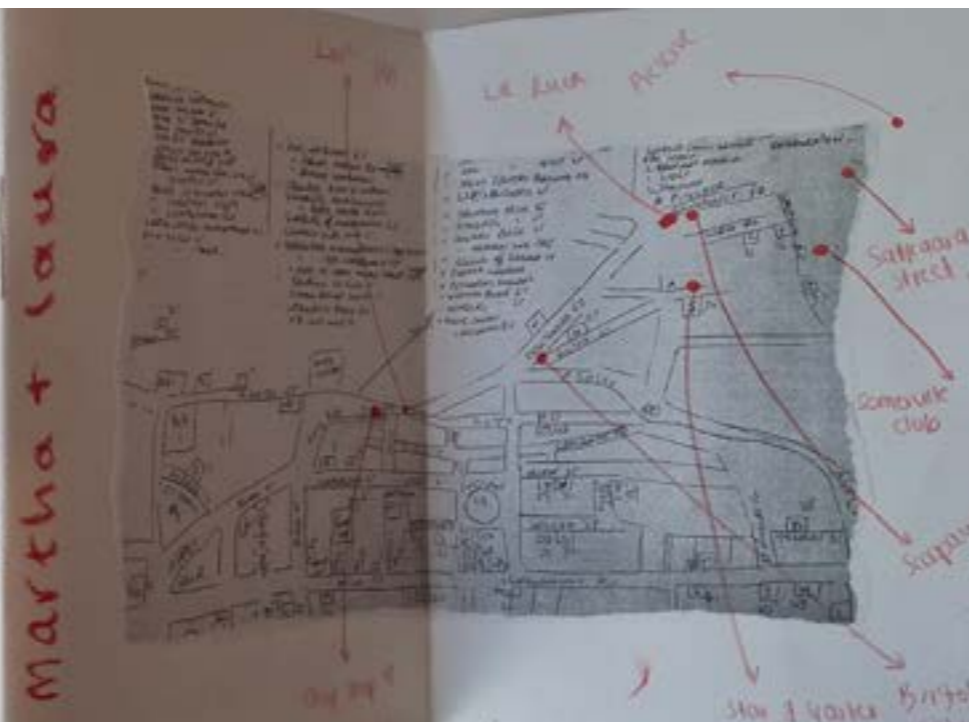
As a way of engaging visitors in the evaluation process and increasing the likelihood of them sharing qualitative data, before departing the former department store, visitors were asked to:

**Please proceed to the checkout.
Please have your score (out of 10) ready to give to the cashier.
Please make sure that you get a receipt.**

"Shoppers" were given a sticker to place on the scoreline and a card to share insights into their score and reasons for why it might have changed, having considered the heritage of the area and their feelings towards Broadmead providing us with insights into Feelings About Place and furthering our Understanding Social Impact.



Gallery of Zines created at the Sparks event



Overall evaluation and Understanding Social Impact

Local Learning was commissioned by Historic England **“to co-create approaches that empower people to engage with, understand, and celebrate their local neighbourhood heritage. This work will help communities articulate, in their own words, what matters most to them about their heritage, and share this knowledge in ways that can influence wider decision-making.”**

Whatever Happened to Milk Street? responded to Historic England's call to:

- Co-create an approach which helps people engage with, understand and celebrate their neighbourhood heritage, that is creative, inclusive and replicable
- Focus on communities not regularly engaging with heritage or planning processes and work with under-represented communities whose voices are less heard in planning.
- Ensure accessibility and inclusivity in all activities.
- Support community empowerment and influence on local policy/planning.

This enabled participants to:

- Explore and understand their local neighbourhood heritage, with a focus on the physical built environment through exploring both tangible and intangible heritage: physical features, stories, and sense of place
- Identify and communicate what matters most to them about their heritage.
- Share perspectives in ways recognised in local/national heritage and planning contexts.

Focusing on Feelings About Place to help Understanding Social Impact, this final section of our report refers to:

- Collected data on social impact: feelings about the neighbourhood, pride and belonging.
- Gathered insights to influence future planning tools.
- Evidences how the project changes how people feel about their neighbourhood

Whatever Happened to Milk Street? is relevant to all six Areas of Social Impact where heritage sites and activities make a difference, and though the areas of Participation, Identity and Community are all of particular significance, we will focus on Feelings About Place and “How heritage influences the way people see and feel about places they spend time in” as a framework for Understanding Social Impact across the project.

Feelings About Place:

How can heritage contribute?

Places we spend time in, whether for a short visit or those we live in for a long time, influence how we see and feel about the world and contribute to our wellbeing.

When assessing the impact of heritage, we consider these indicators:

1. Attachment: both emotional and practical, our attachment to place is shaped by personal experiences and memories.
2. Satisfaction: how satisfied people are with the quality of a place and how well it meets their needs.
3. Pride in place: the sense of pride people feel for places they connect with or feel a part of.
4. Safety: people's perception of how safe they are in a place.

Asking participants to score how likely they were to recommend Broadmead to first time visitors to the city at both the beginning and end of each activity/ event provided us with baseline evaluation and an understanding of the social impact of this project.

As well as a score out of 10, participants were invited to provide reasons for their scores.

The results from Willow Park Primary School and City of Bristol College have been included in a table below, illustrating impact at an individual level.

Though there may be some instances where the score remains the same, there is no instance of the score decreasing at the end of the session. For the school and college participants, the final question was presented as a consideration of their ideas for an ideal Broadmead, building on heritage they had recently learned about and scoring based on if this ideal could become a reality.

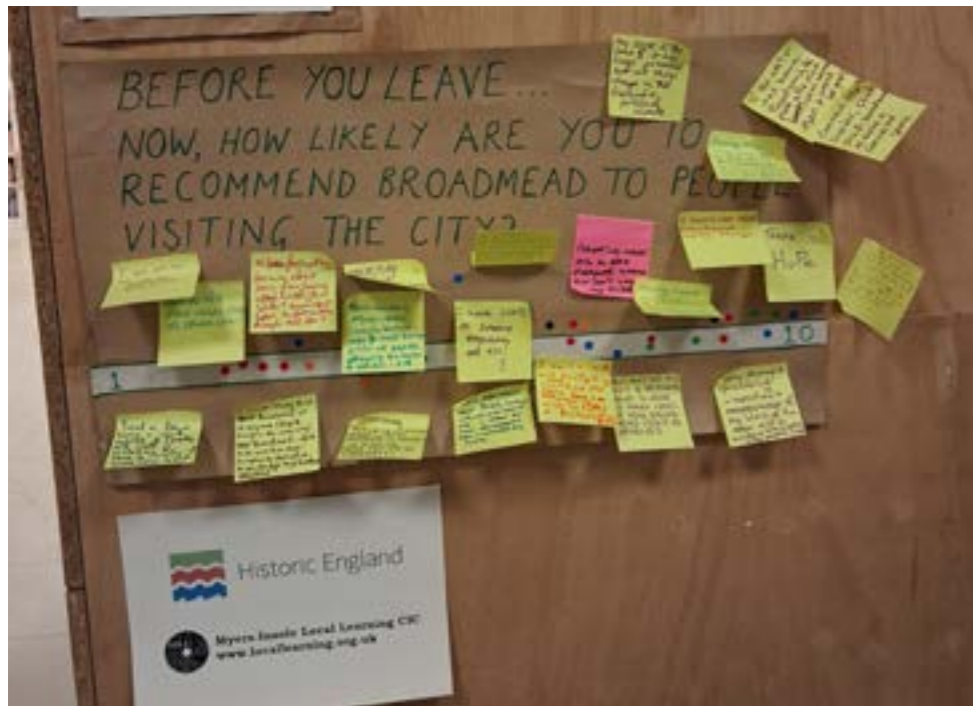
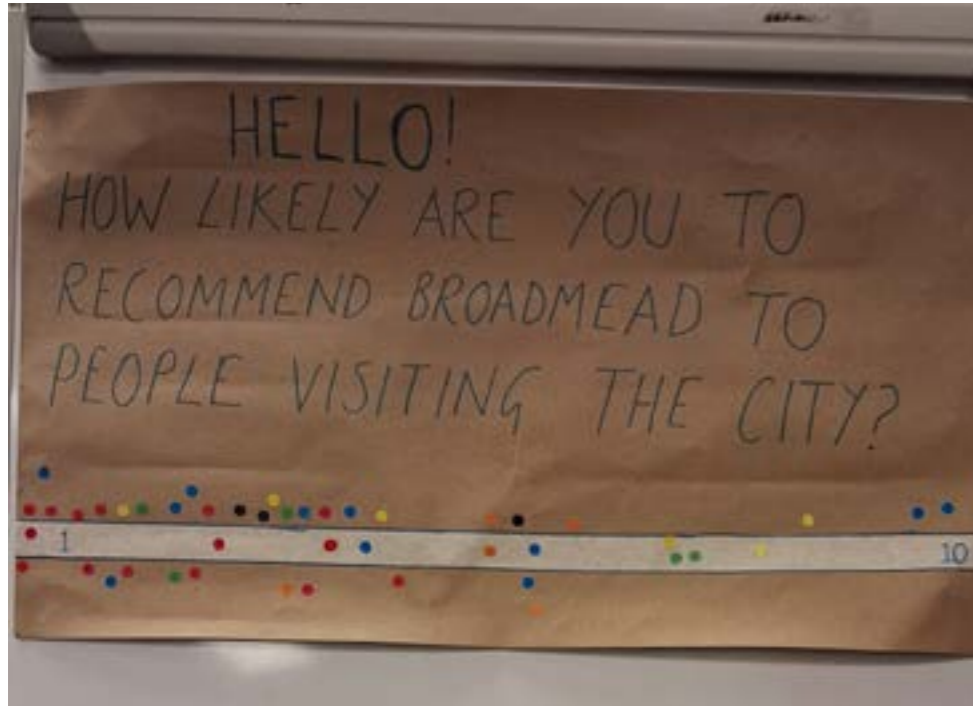
Activity venue	Baseline score	Supporting baseline comments	Final score	Supporting comments for final score
City of Bristol College	2	Because there are not many shops now all there are banks and jewellery shops	9	Yes I would take them to Broadmead because in Castle Park there are different seasonal activities and I rated it high because there are a lot more things to do
City of Bristol College	5	(*based on Yate as less familiar with Broadmead)	8	It is a higher score now because it's a nice place, I know more about Bristol, Broadmead keen to explore
City of Bristol College	5	People protests	5	I think they need more nature
City of Bristol College	4	I would only take my friends if they need to shop something, otherwise it is not really an area attractive to do tourism	8	If there were more green areas, more clean services like drinkable water and toilets, maybe out/indoors areas to chill...better options for healthy food ... I think will be definitely worth to have a little walk around and explore the area
City of Bristol College	1	Police, people, the costs	4	Cleaner, nicer people, good costs. People should learn about the history of Broadmead, their shameful history about slavery and their connections (*this was something this student felt very passionately)
City of Bristol College	6	It's really the only place to go in the centre	6/7	
City of Bristol College	4/5	I would not recommend Broadmead to someone who is an anxious person because the large amount of people and narrow pathways. I got chased in Broadmead by a drug user, he tried to take my hat and told me he'd beat me up! Castle Park has drug dealers and gangs	7	I still believe, no matter what, Broadmead will be extremely busy. I think the changes we've made positively affect Broadmead for all people
City of Bristol College	6	Shops are nice and it's affordable – but too many people – reminds too much of London		
City of Bristol College	7	Have buses, effective and convenient, different shops that cater everyone needs, there are no seats which is slightly a disadvantage		
City of Bristol College	5	I like the cinema and the shops	7	Because of the gym my friend likes the boxing gym
City of Bristol College	8	I said 8 because Broadmead have things other city don't have	8	Opinion not change (* arrived after KYP session exploring Broadmead history)
City of Bristol College staff	6	I enjoy Broadmead. I would like more shops and better parking. Nicer outdoor areas to meet friends and enjoy food would be an improvement	8	Enjoyed learning about how Bristol has changed
Willow Park	8	Because it is a nice place with shops and close (clothes?)	9	I would take them because it has lots of shops and close(?) sweets and Broadmead is nice and free
Willow Park	7	I would take someone because I like it and it is his /her first time	10	I would take them to Broadmead because there more plants and it more calmer
Willow Park	7	I would take someone because you can go shopping but I would rather have a library or a museum	10	I would take them to Broadmead because it's more free (it means freedom) and more interesting places
Willow Park	2	I would not take someone because if we were still baby at that time a soldier could kill us (*ref Roman curriculum?)	10	I would take someone because Broadmead would be a nice place to go to
Willow Park	5	Because it's peaceful you have all the time to relax and get all the things out of your head that's because you are meditating	6	I want to take my friend there because it's fun and it's peaceful lots and amazing. I did something for my friend. It's wonderful they theys cherry trees they imagine in your head
Willow Park	1	Because it needs more better colour	10	I would take them because I would want to show people so they can see my creations and it would be fantastic also people might think I am a artist

Activity venue	Baseline score	Supporting baseline comments	Final score	Supporting comments for final score
Willow Park	1	I would not take someone because no it to bad	10	It to back(?) buses to more routes
Willow Park	1	Because if there is less trees and flowers that means there is less oxygen so I would never take them there	10	If the needed a wheelchair you could do a free well being(?) something
Willow Park	1	Because the in the city centre there people smoke and the air not clean or fresh and there are only shops and in the park there is clean and fresh air there is zero shops there and there are more nature!	10	Because there are open space, and there are signs that say: NO SMOKING ALLOWED! And there is a river which you go in and go out and say the colour you want your nails to be! (heart emoji)
Willow Park	5	I don't know because I like it but not that much and I could change a few bits if I could	7	I would take them to Broadmead because I made it so I should want to show them something I made
Willow Park	5	I don't know because sometimes I like going and sometimes I don't	10	Because it will be more vibrant and easier to move around
Willow Park	10	Because I would take you there because it is pretty place at Broadmead	10	Because it looks lovely and beautiful and there are beautiful shops to because maybe you like shopping
Willow Park	7	I would like to take someone there because there are good shops and people do street performances and its nice and active	7	I would take my friend to Broadmead but it won't be the first place I would take them to
Willow Park	10	I would take someone because it has lots of shops like Sports Direct or if you want to eat	10	I would take them because it has a chair of your legs are hurting or if you want to go to a shop
Willow Park	8	I would take someone because I would want to let them see the perfect Bristol	8	I would take them to my Broadmead because I don't want to be alone by myself in the beautiful open air and do anything
Willow Park	10	I would take someone because it have shops	10	I would take them Broadmead the colour river hills and shops KFC
Willow Park	1	The reason because so quiet and boring and I will not take a person because is boring	10	I will take a friend because is beautiful and the colour is so good and the library and the shop and KFC and the water that is going down like a spring
Willow Park UWE	2		10	I feel the Broadmead I've created is beautiful – the river lots of nature amongst a city
City of Bristol Totals	59.5/120		82.5/120	Where students scored for the baseline but not final, have kept score the same for second column
Willow Park Totals	101/180		167/180	
Combined Totals	160.5/300		249.5/300	

For the more informal, drop in final event at Sparks, the same baseline and final assessment was gathered anonymously, with participants on both occasions placing a sticker on the scoreboard.

Visitors were invited to reconsider their evaluation of Broadmead as a recommended destination after having explored its history and learned more about the heritage of the area from the exhibition and activities at the event, shared conversations and insights from other visitors and project partners.

As well as the scoreboard, we collected written comments.



"Having heard the history of Broadmead I would recommend bringing people here to tell them the history of the area."

"Fascinating insight into an area everyone knows but don't know the history."

"Very thought provoking – sparked a reappraisal of my view of the area and a window on history and real people's lives."

"The old Broadmead was the result of top down planning. I hope the new Broadmead will take the views of the people into account."

"Connect the water, park and Broadmead to make a connected space."

"I've learnt a lot about the rich history of Broadmead and it was very thought provoking on its future."

"I've realised I rarely think about Broadmead at all anymore (despite living in the inner city). New Broadmead needs to be more than shops! A community destination. A new heritage neighbourhood. Green."

"Interesting history of Broadmead that I was unaware of – long history of buildings and pictures and shops. Future potential."

"It's been fascinating learning about some of my home city's history that I didn't know about before. Unfortunately though, still can't enjoy Broadmead."

"Interesting history of Broadmead - first Methodist church – I think its future has lots of potential."

"Fascinating pics, maps and memories. Great to hear so many ideas of how Broadmead could be improved."

"Seeing the visions of a future Broadmead and how accessible the youngsters want it to be is inspiring."

"More information about Bristol's heritage which was new to me and ideas for new development has increased my score."

"If the wall and road between Broadmead, the park and the river were removed then it would be great."

"I learnt a lot about Broadmead history and Gregs."

"I want a Clairs but everything is free also the same but a Pokemon shop."

"Moving to a place where there are fewer cars!"

"I agree with the kid who said "pedestrianise all of it.""

"I want LOADS of Pokermom megastores and KFC."

"Based on Broadmeads having a support network hopefully will result in reclaiming the space and marrying Bristol values with liberal love."

"More community projects and spaces, lower/no business rates for small businesses, public art projects addressing the causes of addiction and ASB."

"My score is the same 5 it has huge potential but will things change in this financial and political climate."

"There is hope."

Across all settings, there is a clear indication of the project activities having a demonstrable positive impact and evidence of

- **Attachment**, with heritage shaping connections to places through personal experiences and memories, but also more vicariously through memories and stories from a previous generation

“Very thought provoking – sparked a reappraisal of my view of the area and a window on history and real people’s lives.”

- **Satisfaction**, positively influenced when considering Broadmead’s heritage. It is worth noting that the baseline evaluation gathered at Sparks was collectively higher than the school/college evaluation with many visitors citing Sparks itself as a source of satisfaction. The ethos and ambition for Sparks (and Artspace Lifespace and Global Goals Centre) chimed with many visitors and there were a number of incidental verbal references to Sparks embodying what they felt was a hopeful vision for the rest of Broadmead.

“Based on Broadmeads having a support network hopefully will result in reclaiming the space and marrying Bristol values with liberal love.”

- **Pride in Place**, again with Sparks as an historic landmark being a source of local pride. The broad meadows and concealed river were also a significant factor for many of the children at Willow Park and the potential for the area to be utilised by the community with future designs reflecting its heritage within and beyond living memory.

“In my ideal Broadmead I have lots of trees and grass because I want it to be more vibrant.”

- **Safety**, particularly reflected in the workshop with young adults and teenagers at City of Bristol College where discussion went beyond personal safety in a more traditional sense, but also to considering the impact neglected environments have on health and well being. There was discussion about access to amenities and how this impacted on the extent to which people felt welcome and invited, comfortable and safe. One individual referenced the lack of information available in Broadmead around Bristol’s role in the transatlantic trafficking of enslaved Africans.

“Cleaner, nicer people, good costs. People should learn about the history of Broadmead, their shameful history about slavery and their connections.”

The activities and approach arguably increases people’s capacity and confidence to advocate for their local heritage. Many people may not have previously considered Broadmead’s heritage or appreciated that they can play a role in shaping its future. A valuable part of this project is raising awareness of the process and engaging on any level with Broadmead’s heritage.

Starting with a question to which everyone can respond – earliest memories or first impressions – helped to bring people safely into the conversation and convey a sense of inclusivity and ownership, that all participants have an equal right and opinions that are equally valued. Providing a shared platform from the beginning and continuing conversations throughout the activities allowed participants to reconsider and revise their thoughts about the area and through playing an active role increases people’s capacity to advocate for their local heritage – expressing opinions, considering alternatives, recognise and voice preferences for their own visions of a future Broadmead and how individual perceptions help to shape a collective vision.

Myers-Insole Local Learning aims to explore local heritage with all members of the community to uncover and share what we learn about our past. Using heritage as a vehicle to help strengthen community cohesion, it is the process as much as the final outcome that matters to us, and though all of our projects culminate in some form of final presentation bringing together all of the elements into a final celebration, we place equal emphasis on the shared journey. In all Local Learning projects, we ensure that the people best placed to tell the story, the communities who have lived, worked and grown up there.

This participatory co-designed approach is accessible, inclusive, proven and scalable. At each stage we are learning from the communities involved and constantly evaluating our practice, adapting to accommodate inevitable emergence of new thinking and “to reflect diversity of experiences, stories, and attachments to place”.

Acknowledgements

Our Neighbourhood Heritage project was made possible with grant funding from Historic England.

Myers-Insole Local Learning Community Interest Company enjoy working closely with a variety of partners in neighbourhoods across Bristol. We work collaboratively with other specialists to create engaging and inclusive learning experiences for all participants. In all Local Learning projects, we ensure that the people best placed to tell the story are at the heart of our projects, steering its direction from the outset and build on their specialist knowledge and experience to inform the process and shape final outcomes.

Whatever Happened to Milk Street? began with a hand drawn map hand drawn by the late Julius Burke and we would like to say a very special thank you to Julius's family; **Sonia Elliman** and **Steph, Vicki** and **Bette Burke** for sharing the map and without whom there would be no story and no project.

We are also particularly grateful to our friends at **Bristol Libraries** and **Sparks** and appreciate the space provided to bring people together.

Local Learning workshops and community activities were co-designed and co-delivered by **Daisy Holder, Esmé Williams, Jess Baum, Pete Insole, Roxanne Butler, Ruth Myers** and **Shulah Palmer-Jones**.

British Sign Language (BSL) interpretation by **Sherrie Eugene-Hart**.

Local Learning would also like to thank the following people and organisations for their enthusiastic participation and kind and generous support, sharing insights and hosting activities and helping to bring people within the community together: **Akeem, Ali Avery, Angela Baum, Angela Myers, Anthony, Arron, Ben Royston, Bristol Central Library, Charlie Miles, City of Bristol College, Claire Etery, Claire Jones, Clare Sandler, Dom, Ed Campbell, Ffion, Genevieve Sissons, Hayley Ngan, Heather Anne, Helen Beales, Helen Vegoda, Invisible Circus, Jackie Aslan, Janet George, Jasmine Franck, Jenny Foster, Jess, John Henry Philips, Julien Weston, Kasey, Kevin, Laura Bird, Madeleine Samuel, Marian Liebmann, Mariete, Mariola, Martin Vegoda, Mekella Broomberg, Mel Myers, Noam Adani, Poppy Krivine, Raphael Fischer, River, Dr Rose Wallis, St Pauls Library, Sam Baum, Sandra Stancliffe, Sophie Evans, Sparks, Stav Meishar, Stephen George, Steve Roser, Sue Knights, Suki Grant, Tiffany, Vajrin Malin, Years 3 and 4 pupils at Willow Park Primary School and the wider school and college communities and all the people that joined us at Sparks.**

1

Memories of Broadmead shared at the event at Sparks

The Virgin Megastore when it was still part of the Galleries and Joe Cuba's, the reasonably priced sandwich shop on Nelson Street.

Visiting Debenhams as a student and not being able to find my way out and loving Lewis' haberdashery department.

First job in Bristol at the Warehouse Club, 1993 – now Sainsburys near Cabot Circus.

As a child in the late 60s and early 70s, a trip to Broadmead was a real treat and a sign that Christmas was coming! Our favourite shops to visit were Fairfax House, where I bought my favourite childhood teddy bear for my birthday and Woolworths where the pick n mix was always a compulsory purchase! And I always remember dad moaning about the parking too.

Eating Hippy Chippy outside Sports Direct and getting attacked by a seagull.

In 1962 I was five, each year my mum took me to see Father Christmas in Lewis's. we would climb all the steps to the top floor to see the great man. In the stairwell all the tiles were deep blue with silver stars, I always thought they were part of the Father Christmas experience, until years later the tiles and stars were still there and I realised they were just part of the building! But in a way they still had a bit of magic about them.

I came to Bristol when there were no pedestrianised streets and a huge ground level car park in Castle Park. I worked with people in their 90s in a nursing home. One of the best parts of my role was hearing stories of their youth. Here are 2: High class shops facing the park (on Broadweir) where the multi-storey car park is now. Coming out of a cinema in Old Market and found that these shops had been bombed and had gone. " We used to do our courting in Castle Park" – a 90 year old lady.

I remember my first entrance into the new M & S.

I was sat on a bench eating a sandwich and a man stopped to tell me I was inspiring.

Going to KFC with my friends after school.

Our son got married at 10am on a Monday morning in Spring 2002. The registry office was in Quakers Friars. His wife is Mongolian and there was a tense pause when the Registrar queried something on the document. Her sister was called into the back and she managed to sort it so they did marry.

I remember being attacked by a pigeon when I was 13 causing a 5 year fear of them.

In 2000 I visited the Registry Office in Broadmead to sign the register after I married. Then in 2004 we registered my sons birth there too!

I remember being desperate for a wee once and having to go all the way to the top of the old M & S to find the toilets.

Visions of Future: More greenery, less concrete transport infrastructure, less consumerism, more experiences. Small businesses rather than big retail outlets. 'Human Scale' rather than 'Big Mall'.



As people arrived at our event in Sparks they were asked to share their memories of Broadmead on postcards and pin them to a cork board.

The resulting stories present a wide range of connections to the area, generally focussed on childhood shopping memories over time.